



*One University. A World of Experiences.*

OFFICE OF THE PROVOST  
101 BRADDOCK ROAD  
FROSTBURG, MD 21532-2303  
T 301.687.4211  
F 301.687.7960

March 15, 2022

Dr. James D. Fielder, Jr.  
Secretary of Higher Education  
Maryland Higher Education Commission  
6 North Liberty Street  
Baltimore, MD 21201

Dear Secretary Fielder,

Frostburg State University Department of Nursing is proposing a Licensed Practical Nurse to Bachelor of Science in Nursing program. The online part-time format provides an opportunity for working LPNs to continue working, while pursuing their education to further meet local, regional, and state workforce needs. If approved, the program would begin Fall 2023 and become the only school in the state to offer a fully online LPN to BSN degree option.

At the completion of this program students will be eligible to sit for the NCLEX licensure exam. With successful scores on the NCLEX exam graduates become registered nurses. Graduates from this program will help to meet the increased workforce demand for registered nurses and fill critical nursing vacancies across the state. This program has received letters of support from UPMC Western Maryland and WVU Medicine (Garrett Regional Medical Center and Potomac Valley Hospital).

This proposed program builds upon FSU's accredited RN-BSN program that was established in 2009. All curricula have been developed and revised to meet national practice standards and the new 2021 American Association of Colleges of Nursing (AACN) Core Competencies for Professional Nursing Education. Proposal attributes include the following:

<b>Proposal Title:</b>	New Academic Program
<b>Program:</b>	Nursing (LPN to BSN)
<b>Award Level:</b>	Bachelor of Science Degree in Nursing (BSN)
<b>CIP:</b>	513801
<b>HEGIS:</b>	120300

We would appreciate your support for this proposal for the new academic program. If you have any questions, please do not hesitate to contact me or our Assistant VP for Analytics, Dr. Sara-Beth Bittinger at [sbittinger@frostburg.edu](mailto:sbittinger@frostburg.edu).

Yours truly,

Dr. Michael Mathias, Interim Provost and Vice President for Academic Affairs

pc: Dr. Emily Dow, Assistant Secretary. Academic Affairs, MHEC  
Dr. Antoinette Coleman, Associate Vice Chancellor for Academic Affairs, USM  
Dr. Kim Hixson, Dean of the College of Liberal Arts and Sciences, FSU  
Dr. Sara-Beth Bittinger, Interim Assistant VP for Analytics, FSU



Office Use Only: PP#

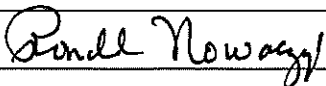
**Cover Sheet for In-State Institutions**  
**New Program or Substantial Modification to Existing Program**

Institution Submitting Proposal	Frostburg State University
---------------------------------	----------------------------

*Each action below requires a separate proposal and cover sheet.*

- |   |   |
|---|---|
| <input checked="" type="radio"/> New Academic Program | <input type="radio"/> Substantial Change to a Degree Program            |
| <input type="radio"/> New Area of Concentration       | <input type="radio"/> Substantial Change to an Area of Concentration    |
| <input type="radio"/> New Degree Level Approval       | <input type="radio"/> Substantial Change to a Certificate Program       |
| <input type="radio"/> New Stand-Alone Certificate     | <input type="radio"/> Cooperative Degree Program                        |
| <input type="radio"/> Off Campus Program              | <input type="radio"/> Offer Program at Regional Higher Education Center |

Payment <input checked="" type="radio"/> Yes	Payment <input checked="" type="radio"/> R*STARS #	Payment 850.00	Date 3/3/2022
Submitted: <input type="radio"/> No	Type: <input type="radio"/> Check #	Amount:	Submitted:

Department Proposing Program	Nursing		
Degree Level and Degree Type	Bachelor of Science in Nursing		
Title of Proposed Program	Nursing (LPN to BSN)		
Total Number of Credits	121		
Suggested Codes	HEGIS: 120300.00	CIP: 513801.0000	
Program Modality	<input type="radio"/> On-campus <input checked="" type="radio"/> Distance Education ( <i>fully online</i> )		
Program Resources	<input type="radio"/> Using Existing Resources <input checked="" type="radio"/> Requiring New Resources		
Projected Implementation Date	<input checked="" type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Summer Year: 2023		
Provide Link to Most Recent Academic Catalog	URL: <a href="https://www.frostburg.edu/academics/catalog/ug_catalog_092321.pdf">https://www.frostburg.edu/academics/catalog/ug_catalog_092321.pdf</a>		
Preferred Contact for this Proposal	Name: Kara Platt, DNP, RN, NEA-BC		
	Title: Nursing Department Chair		
	Phone: (301) 687-4731		
	Email: <a href="mailto:knplatt@frostburg.edu">knplatt@frostburg.edu</a>		
President/Chief Executive	Type Name: Dr. Ronald Nowaczyk		
	Signature: 		Date: 03/15/2022
	Date of Approval/Endorsement by Governing Board: 03/02/2022		

Revised 1/2021

## **Licensed Practical Nursing (LPN) to Bachelor of Science in Nursing (BSN) Program Proposal**

### **Frostburg State University**

#### **A. Centrality to Institutional Mission and Planning Priorities:**

Frostburg State University (FSU) has provided paths to success for students for over 100 years. Founded in 1898 to prepare teachers, the institution today is a public, comprehensive, residential, regional university offering a wide array of affordable programs at the undergraduate and graduate levels. The University is, primarily, a teaching institution in which students are guided and nurtured by dedicated, highly qualified faculty and staff. Faculty members engage in wide-ranging research and scholarly activity with the goal of enhancing student learning. The University provides numerous opportunities for students to engage in community service, leadership development activities, undergraduate and graduate research, and internships. These activities serve as experiential laboratories in which students apply what they have learned in the classroom to real-world situations.

The mission of FSU is to serve as a student-centered teaching and learning institution featuring experiential learning opportunities. FSU currently offers degrees in business, education, liberal arts and sciences, and nursing that provide specialized instruction for students involved in or preparing for professional careers. These programs enhance and enrich the academic environment of the University while seeking to meet local and regional workforce needs by offering opportunities for advance learning for the employees of area businesses and professions. In response to local and regional challenges across healthcare provider services, an RN to BS in Nursing was approved and implemented in 2009, a Master of Science in nursing education and leadership and management was approved and implemented in 2014, and a Master of Science in Family Nurse Practitioner and Psychiatric Mental Health Nurse Practitioner was approved and implemented in 2018.

Frostburg State University president, Dr. Ronald Nowaczyk, has expressed a commitment to growing and expanding health science programs. Specifically, the University has begun the process of planning to meet the current and future workforce needs of registered nurses across the state. Developing and implementing the proposed baccalaureate of nursing for prelicensure students is explicitly identified as an action priority according to the College of Liberal Arts and Sciences 2021-2022 strategic plan (Goal #3 Develop new programs to respond to emerging needs and to workforce shortage areas. Action priority A: Continue to implement and grow the nursing programs). This goal and action priority correlates with the University's strategic plan (Goal #4 to ensure university resources and academic programs meet student and workforce expectations). Frostburg State University is proposing an undergraduate pre-licensure licensed practical nurse (LPN) to baccalaureate of science (BSN) in nursing program to further meet local, regional, and state workforce needs. If approved, the program would begin Fall 2023. The University will become the only school in the state to offer a fully on-line LPN to BSN degree option. This new program would meet the needs of LPNs that are working practical nurses who desire to return to school to achieve their BSN degree through FSU's on-line

program. The goal is that this program would help increase capacity within the state so that more qualified nurses can enter the nursing profession and meet the workforce shortages across the state.

Therefore, in response to these local and regional challenges, FSU's proposed program will build upon previous LPN education and knowledge and the current undergraduate curriculum of the current RN to BSN curriculum that focuses on professional content areas of nursing such as leadership, informatics, ethics, research, etc. The proposed program will include the above content and encompass the full range of nursing content in the areas of clinical nursing practice across the lifespan, physiology, pathophysiology, and pharmacology.

### **B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan:**

According to the Bureau of Labor Statistics Employment Projections 2019-2029, registered nursing is listed among the top occupations in terms of job growth throughout 2029. The RN workforce is expected to grow from 3 million in 2019 to 3.3 million in 2029, an increase of 221,900 (7%). The Bureau also projects 175,900 opening for RNs each year through 2029 with retirements and workforce exits are factored into the number of nurses needed in the US. According to the 2018 Strengthening Maryland's Health Care Workforce report there is a yearly average of 3,450 positions opened for Registered Nurses. USM schools are only meeting 41% of this demand with 1,421 USM degrees, and other schools in Maryland are conferring 784 degrees bring the total to only 64% of the statewide need met between all schools in Maryland.

Table 1: Department of Labor, Licensing, and Regulations, Maryland labor Projections 2012-2022							
Occ. Code	Occupational Title	Employment			Openings		Education Value
		2018	2028	Change	Replacement	Total	
29-1141	Registered Nurses	60,796	74,031	13,235 21.77%	9,372	15,602	Associate Degree Bachelor's Degree

The local need for nurses in rural western Maryland is urgent. Currently (9/29/21), there are over 70 positions posted for nursing positions at UPMC Western Maryland. Within the last 14 days, there are over 215 full time RN position postings, within 50 miles of the University's zip code using the Indeed search engine. Letters of support with demonstrated need are included as an appendix to this proposal.

The proposed program also meets the Maryland State Plan for Postsecondary Education 2017-2021 Strategy 6: Improve the student experience by providing better options and services that are designed to facilitate prompt completion of degree requirements. The LPN to BSN in nursing program at FSU will provide LPNs a streamlined path to complete their baccalaureate degree.

### **C. Quantifiable and Reliable Evidence and Documentation of Market Supply and Demand in the Region and State:**

Registered nurses who hold a BSN are distinguished for entering the workforce with critical thinking skills, case management abilities, leadership, health promotion, and the flexibility to successfully practice in a variety of inpatient and outpatient settings. Further, Magnet hospitals in the United States require all nurse leaders and managers to hold a BSN degree or higher. The National Advisory Council on Nurse Education and Practice (NACNEP) has presented a goal of at least two-thirds of all registered nurses holding a BSN degree, but the nation remains below that goal with only 56% holding a BSN. The American Association of Colleges of Nursing (AACN) also provides data showing that patient outcomes are often significantly better when BSN nurses are present at the bedside which indicates that most inpatient settings employ BSN nurses, however, BSN nurses can work in both inpatient and outpatient settings as well as community-based public and private clinics. The proposed program will build on the clinical knowledge and skills that Licensed Practical nurses have received and prepare them to meet the registered nurse role.

According to the Maryland Department of Labor, the Maryland Occupational Projections show a projection of 74,031 positions needed by 2028, which is 13,325 additional positions compared to 2018 statistics. Additionally, out of the top 200 health care occupations in Maryland, registered nurses rank as the number one health care occupation in-demand. According to the most recent data, 3,450 registered nursing positions are open annually and only 64% of those positions are being filled with graduates from the University System of Maryland nursing schools and other Maryland educational institutions. This leaves 1,242 open positions annually, indicating that every 5 years, over 6,000 registered nursing positions are vacant in Maryland.

Currently, there are 13,538 Licensed Practical Nurses in the state of Maryland. It is critical to provide accessible LPN to BSN programs within the state so these nurses can advance their careers and fill critical nursing vacancies. Currently, the Maryland Board of Nursing has approved only two online programs, one is Allegany College of Maryland's online LPN to RN (ADN), and the second is Indiana State University's online LPN to BSN program. Both programs are competitive and reach capacity each year.

### **D. Reasonableness of Program Duplication:**

The proposed LPN to BSN is not currently offered within the state of Maryland. Currently in Maryland there are 12 associate degree programs that offer an LPN to RN. 11 of these programs are on campus, with only one being an online option. While these programs do provide opportunities for LPNs to further their education, the on-campus demands are difficult for non-traditional adults that are working as LPNs in their community. Also, there is a great push nationally and within Maryland for nurses to be bachelors prepared. The programs currently offered within the state do not allow students to reach the BSN level. Once these students finish the current LPN to RN associate degree programs, they must

then continue their education at a 4-year university to finish their bachelor's degree to meet many employers' requirements.

Frostburg State University's LPN-BSN program would expand the opportunity for more Maryland students to obtain their BSN while affording them the opportunity to continue to work and remove the travel barriers that currently exist within other programs across the state. The proposed program would offer LPNs who desire to achieve their BSN degree with the opportunity to receive credit for their LPN licensure and experience which will be applied to their BSN credits. Students must complete pre-requisite and/or general education requirements prior to entering the pre-licensure nursing coursework. However, the other Maryland universities require students to live at or near the university to complete the programs, limiting prospective students from Western Maryland from moving to those areas or commuting to attend.

Table 2: LPN to RN Programs in Maryland		
School	Modality	Degree
Allegany College of Maryland	Online	Associate Degree
Anne Arundel Community College	On Campus	Associate Degree
Carrol Community College	On Campus	Associate Degree
Cecil Community College	On Campus	Associate Degree
Chesapeake College	On Campus	Associate Degree
College of Southern Maryland	On Campus	Associate Degree
Community College of Baltimore County	On Campus	Associate Degree
Frederick Community College	On Campus	Associate Degree
Hagerstown Community College	On Campus	Associate Degree
Harford Community College	On Campus	Associate Degree
Montgomery College	On Campus	Associate Degree
Prince George's Community College	On Campus	Associate Degree

\*data not available on how many of the graduates from these programs entered as LPNs.

#### **E. Relevance to High-demand Programs at Historically Black Institutions (HBIs)**

There are four Historically Black Institutions located in the state of Maryland; Morgan State University (Baltimore City), Bowie State University (Prince George's County), University of Maryland Eastern Shore in Princess Anne (Somerset County), and Coppin State University (Baltimore City). While Bowie, Coppin, and Morgan State Universities offer traditional BSN degree programs, none of these schools offer an LPN to BSN option or discuss an opportunity for LPNs to be admitted to their program at a more advanced placement in the progression. University of Maryland Eastern Shore does not offer nursing programs. With the lack of this specific LPN to BSN option, it is not anticipated that this program would impact their enrollments.

#### **F. Relevance to the identity of Historically Black Institutions (HBIs)**

There is no impact on the institutional identities and mission of HBIs as this program will be at an institution in rural western Maryland.

**G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes** (as outlined in COMAR 13B.02.03.10):

The curriculum for the Licensed Practical Nurse to Baccalaureate of Science in Nursing program is based on the AACN Essentials (2021). The goal of this program is to prepare nursing students to enter a complex healthcare environment and provide safe, quality care based on evidence-based practice with a high level of ethical and professional integrity. All coursework will be completed on-line to allow the students to have flexibility to continue working, if desired. Clinical practicums will be completed at healthcare facilities local to the students.

Faculty for the proposed program are all clinically and experientially prepared within the content areas that they will teach. All faculty are doctoral prepared or in progress of doctoral degrees and have a variety of experience in clinical nursing roles. All faculty are listed in the table in Section I.

**Mission**

To prepare the individuals to be a professional health care practitioner who provide compassionate care that is based on scientific evidence and who serves as the link between the patient (individual, family, community or population) and the health care environment across the lifespan. This program provides student-centered learning experiences in a supportive community to prepare registered nurses to assume leadership positions, manage complex clinical care, and prepare graduates to assume responsibility and accountability for health promotion of citizens within the community and across the nation.

**Vision**

The Department of Nursing at Frostburg State University strives to be the program of choice for prospective nurses and nurses in Maryland and the surrounding region who choose to pursue an undergraduate or graduate degree in Nursing. Its graduates will demonstrate critical thinking, collaboration with other health care professionals, and willingness to engage individuals, families, and communities in making decisions about their health.

**Program Outcomes**

Upon completion of the program students will be able to:

1. Utilize critical thinking to address professional practice and patient care issues.
2. Apply leadership concepts and collaborative strategies to the process of nursing care delivery.
3. Utilize quality improvement and safety management principles in clinical nursing practice.
4. Identify and apply basic elements of nursing research.
5. Integrate scientific evidence with clinical judgment and patient preference to improve patient outcomes.
6. Demonstrate safe use of technology to improve patient care.

7. Describe the ethical, legal, political, and financial influences on the delivery of patient care.
8. Demonstrate interpersonal communication skills and collaborative strategies that support the delivery of interdisciplinary, patient centered care.
9. Provide evidence-based, preventative health care to families, communities, and vulnerable populations in community-based settings.
10. Demonstrate the knowledge, skills, and attributes of professional nursing practice.

Current LPN to BSN student learning outcomes is based on the AACN Essentials (2021) and link seamlessly with the FSU Undergraduate learning goals.

Table 3: Curricular Alignment with program, FSU, AACN			
AACN Essential Domain	BSN Student Learning Goals	FSU Undergraduate Learning Goals	Course Example
Knowledge for Nursing Practice	Utilize critical thinking to address professional practice and patient care issues.	Demonstrate technical and analytic skills that are appropriate to your field of study and applicable to future careers.	NURS 301, 302, 426, 430, 428, 421, 423, 425
Person-Centered Care	Integrate scientific evidence with clinical judgment and patient preference to improve patient outcomes.	Demonstrate the knowledge, skills, and attitudes essential for communicating and cooperating effectively with people of diverse backgrounds.	NURS 303, 426, 430, 428, 421, 423, 425
Population Health	Provide evidence-based, preventative health care to families, communities and vulnerable populations in community-based settings.	Demonstrate the knowledge, skills, and attitudes essential for communicating and cooperating effectively with people of diverse backgrounds.	NURS 428, 430, 421, 423
Scholarship for the Nursing Discipline	Identify and apply basic elements of nursing research.	Comprehend and apply various research methods to evaluate information critically.	NURS 402
Quality and Safety	Utilize quality improvement and safety management principles in clinical nursing practice.	Use problem-defining and problem-solving skills by synthesizing	NURS 406



		ideas within and across disciplines.	
Interprofessional Partnerships	Demonstrate interpersonal communication skills and collaborative strategies that support the delivery of interdisciplinary, patient centered care.	Apply different methods of inquiry from various perspectives and disciplines to gather information.	NURS 426, 430, 428, 421,423
System- Based Practice	Describe the ethical, legal, political and financial influences on the delivery of patient care.	Apply different methods of inquiry from various perspectives and disciplines to gather information.	NURS 426, 428, 430, 421,423
Informatics and Healthcare Technologies	Demonstrate safe use of technology to improve patient care.	Use technological resources to access and communicate relevant information.	NURS 404
Professionalism	Demonstrate the knowledge, skills and attributes of professional nursing practice.	Make professional and personal judgments based on ethical considerations and societal values.	NURS 403, 486,
Personal, Professional, and Leadership Development	Apply leadership concepts and collaborative strategies to the process of nursing care delivery.	Demonstrate competencies and achievements appropriate to your field of study.	NURS 404, 406, 486

### Admission/ Graduation Requirements

Table 4: Admission Criteria	
Admission Requirements	Graduation Requirements
<ul style="list-style-type: none"> <li>• Unencumbered LPN license</li> <li>• Minimum HESI A2 admission exam score of 65</li> <li>• Two letters of recommendation</li> <li>• Valid AHA Basic Life Support certification</li> <li>• Students must pass criminal background check and drug screening prior to entering clinical rotations.</li> <li>• Completion of all pre-requisite courses with a C or better.</li> </ul>	Completion of all general education requirements. Nursing courses with a grade of "C" or better to count toward the degree.

It is anticipated that the number of applications will exceed the capacity of the program. Students will be ranked and accepted based on the admission exam.

## Curricular Overview

The LPN to BSN program curriculum is based on the 2021 AACN Essential Domains and Concepts of nursing practice. According to AACN “nursing education for the 21<sup>st</sup> century ought to reflect a number of contemporary trends and values and address several issues to shape the future workforce, including diversity, equity, and inclusion; four spheres of care; system-based practice; informatics and technology; academic-practice partnerships; and career-long learning” (AACN Essentials 2021). The proposed curriculum is designed to prepare students to enter the complex healthcare environment with all the tools and knowledge to provide safe quality care and build long lasting careers in the field of nursing.

After successful completion of the required 121 credits graduates will be eligible to sit for NCLEX-RN licensure examination. Upon passing the NCLEX license examination graduates will be able to take on a variety of nursing roles in areas such as acute care, community health, long term care, etc.

Table 5: Bachelor of Science in Nursing (LPN to BSN) Program			
Degree Requirements			
Curriculum Overview			
General Education Requirements (41 credits)		Additional Pre-requisite Requirements (15 credit)	
ENGL 101 Freshman Composition *	3	BIOL 304 Microbiology *	4
ENGL 308 Advanced Composition	3	BIOL 322 Anatomy Physiology I *	4
MATH 109 Elements Prob. And *	3	BIOL 323 Anatomy Physiology II *	4
Statistic	3	PSYC 208 Intro. Lifespan	3
Fine Art	6	Development *	
Humanities	4		
BIOL 149 General Biology I *	4	<b>*Pre-requisite courses to be completed prior to acceptance into the program.</b>	
CHEM 150 General, Organic	3		
Biochemistry *	3		
PSYC 150 General Psychology *	3		
SOCI 100 Introduction to Sociology *	3		
IDIS 150 First-Year Colloquium	3		
EXSS 200 Nutrition			
Identity & Difference			
Nursing Didactic Courses			
43 Credits Total (ILL=4 credits/120 hours)			Credits    Hours
NURS 309 Transition to BSN Professional Nursing Practice (ILL)			3       60
NURS 301 Principles of Pharmacology (LEC)			3
NURS 302 Pathophysiology & Health Assessment Across Lifespan (ILL)			4       30
NURS 426 Nursing Care and Management of Adults for Practical Nurses (LEC)			4       2
NURS 428 Pediatric Nursing Care for Practical Nurses (LEC)			2
NURS 430 Maternal Nursing Care for Practical Nurses (LEC)			3

NURS 421 Psychiatric and Mental Health Nursing Care (LEC)	3	30
NURS 423 Population Health (LEC)	4	
NURS 425 Transition of Care for the Complex Patient (ILL)	3	
NURS 402 Nursing Research and Evidenced Based Practice (LEC)	3	
NURS 403 Elements of the Professional Nursing Role (LEC)	3	
NURS 404 Nursing Informatics (LEC)	3	
NURS 406 Leadership for Quality and Safety (LEC)	3	
NURS 486 Pre-licensure Capstone (LEC)		
Nursing Practicum and Lab Courses		
Practicum= 7 credits/315hour	Credits	Hours
NURS 427 Nursing Care and Management of Adults Practicum (PRA)	2	90
NURS 429 Pediatric Nursing Care for Practical Nurses Practicum (PRA)	1	45
NURS 431 Maternal Nursing Care for Practical Nurses Practicum (PRA)	1	45
NURS 422 Psychiatric and Mental Health Nursing Care Practicum (PRA)	1	45
NURS 424 Population Health Practicum (PRA)	2	90
Credits Awarded for unencumbered LPN license	15	
Total Credits	121	435 hrs.

## Course Descriptions

### **NURS 301 Principles of Pharmacology- 3 credits**

The purpose of this course is to examine pharmacotherapeutic agents used in the treatment of illness and the promotion, maintenance, and restoration of wellness in diverse individuals. This course introduces pharmacology that integrates the concepts of physiology, pathophysiology, chemistry, and nursing foundations. Emphasis is on the principles of pharmacokinetics, pharmacodynamics, and pharmacogenetics in the treatment of selected illnesses. Lifespan, cultural, legal and ethical considerations, evidence for best practice, patient safety, and critical thinking are integrated throughout the course. Dosage calculations are evaluated for competency. Three hrs. lecture. Variable.

### **NURS 302 Pathophysiology & Health Assessment Across Lifespan- 4 credits**

This course will focus on basic principles and processes that are important for a contemporary understanding and physical assessment of common disease throughout the lifespan. Emphasis is placed on the most common alterations according to body symptoms. Content builds on basic anatomy and physiology, microbiology, and chemistry courses previously taken. This course allows students to acquire the knowledge, skills, and attitudes necessary to perform a patient health assessment. Four hrs. ILL Variable

### **NURS 309 Transition to BSN Professional Nursing Practice-3 credits**

This course will bridge the educational needs of the LPN/LVN-prepared nurse transitioning into the role of BSN-level practice. The course will focus on leadership and management, critical thinking, cultural competence and diversity, information technology, legal and ethical practice considerations, and professional communication and writing. This course will help prepare the nurse to be an independent practitioner while working collaboratively with the healthcare team. This course builds on select clinical skills previously acquired through other formal training and includes a structured Clinical Skills

Lab to evaluate competency according to evidence-based practice and criteria outlined by the skills and procedural guidelines found in the required text. Select clinical skills previously acquired through other formal training that will be evaluated for competency according to evidence-based practice and criteria outlined by the skills and procedural guidelines found in the selected text. ILL 1 hr lecture/ 2 hr lab. Variable

### **NURS 402 Nursing Research and Evidenced Based Practice- 3 credits**

Theory and methods of qualitative and quantitative research provide basic knowledge for reading and understanding nursing research. Theory and concepts of evidence based nursing practice, including formulating a clinical problem, identifying sources of evidence, using clinical guidelines, disseminating evidence, and motivating for change based on scientific evidence. Three hrs. lecture. Every semester. Pre-requisite MATH 109.

### **NURS 403 Elements of the Professional Nursing Role- 3 credits**

Implementation of the professional nursing role within the rapidly changing healthcare system. Identifying shifting demographic and social trends while maintaining caring and compassionate values. Focuses on concepts such as patient centered care; interdisciplinary collaboration; elements of safe, quality care; nursing diversity in roles, organizations, and culture; and finally, professional identity and image. Three hrs. Lecture. Every semester.

### **NURS 404 Nursing Informatics- 3 credits**

Prepares the nurse to integrate and translate selected technologies and their application, the electronic health record, and policies governing privacy, confidentiality and security as it relates to complex decision making and the promotion of safe, quality and effective care. Three hrs. lecture. Every semester. Tech. Fluency.

### **NURS 406 Leadership for Quality and Safety- 3 credits**

Examination of leadership skills necessary to understand and develop a culture of quality and safe patient care. Concepts include decision-making, conflict resolution, communication, motivation, organizational structure, resource management, quality improvement processes and instruments, and tools for safeguarding patients. These concepts form the basis for examination of quality improvement approaches, nurse sensitive indicators, and safety principles, in addition to national quality and safety initiatives. Three hrs. lecture. Every Semester.

### **NURS 421 Psychiatric and Mental Health Nursing Care - 3 credits**

This course provides students with an essential understanding of theoretical and evidence-based nursing principles in the care of clients with psychiatric and mental health disorders. Emphasis is placed on the application of the nursing process, including critical thinking, therapeutic nursing interventions, and the effective use of interpersonal skills for communication with mental health clients. The course offers an integrated approach to care, including psychosocial concepts; cultural, ethical, and legal influences; and wellness of individuals and family groups. Three hrs. lecture. Variable. Pre-requisite NURS 301, NURS 302. Co-requisite NURS 422

### **NURS 422 Psychiatric and Mental Health Nursing Care Practicum – 1 credit**

This practicum course will focus on clinical learning experiences consisting of appropriate assessment, planning, therapeutic communication, educating, applying clinical judgement in the care of mental health patients. Students will experience psychiatric and mental health nursing by completing simulation activities, case studies, and work in the mental health areas of inpatient and outpatient. 1 hr Practicum. Variable. Pre-requisite NURS 301, NURS 302. Co-requisite NURS 422

### **NURS 423 Population Health- 3 credits**

Clinical learning experiences consist of appropriately assessing, planning, educating, and advocating for community clients. Students will learn to differentiate community and public health-based nursing from acute care-based nursing by collaborating with community-based agencies and services and serving as a community educator and/or advocate. Three hrs. Lecture. Variable. Pre-requisite NURS 301, NURS 302. Co-requisite NURS 424

### **NURS 424 Population Health Practicum - 2 credits**

Clinical learning experiences consist of appropriately assessing, planning, educating, and advocating for community clients. Students will learn to differentiate community and public health-based nursing from acute care-based nursing by collaborating with community-based agencies and services and serving as a community educator and/or advocate. Two credits lecture. Variable. Pre-requisite NURS 301, NURS 302. Co-requisite NURS 423

### **NURS 425 Transition of Care for the Complex Patient-4 credits**

This course focuses on nursing care of individuals across the life span who are experiencing transitions requiring complex nursing judgment and interventions. It provides an opportunity to integrate learning within varied environments, including acute care settings and non-institutional settings in partnership with patients and other professionals. This course continues to develop the role of the professional nurse as a provider of culturally responsive patient-centered care, patient safety advocate, and member of health care team to meet the emergent needs in the care of the complex patient. This course prepares the nurse to provide care in settings where outcomes are less predictable. Four hrs. ILL. Variable. Pre-requisite NURS 301, NURS 302.

### **NURS 426 Nursing Care and Management of Adults for Practical Nurses- 4 credits**

This advanced medical surgical course incorporates and builds on previously learned knowledge of the practical nurse. This medical surgical course advances comprehensive nursing care and health promotion of the culturally diverse adult/geriatric medical-surgical patient experiencing acute and chronic illness. The nursing process is used as the framework to further organize, prioritize, and deliver nursing care. Critical thinking and clinical reasoning are the basis for decision making about planning, intervention, and evaluation of nursing care in clients with medical surgical disorders. Cultural and psychosocial concepts are applied in the care of diverse populations. This course includes clinical experience to provide students with opportunities to apply theoretical concepts in clinical practice with diverse populations. Four hours Lecture. Variable. Pre-requisite NURS 301, NURS 302. Co-requisite NURS 427

### **NURS 427 Nursing Care and Management of Adults for Practical Nurses Practicum- 2 credits**

Practicum experiences provide the opportunity to combine nursing concepts with essential nursing skills by applying the nursing process in a practice setting to provide quality care in a safe and efficient manner to promote the health and well-being of clients to achieve the best possible health outcomes. This course expands the foundation of the art and science of professional nursing practice utilizing a comprehensive approach that emphasizes critical thinking, clinical reasoning, clinical judgment, and evidence-based practice to provide patient-centered care. This course focuses on the application of scientific knowledge, technical competency, and interpersonal skills of professional nursing practice to meet the needs of diverse clients across the lifespan. 2 hours. Practicum. Pre-requisite NURS 301, NURS 302. Co-requisite NURS 426

### **NURS 428 Pediatric Nursing Care for Practical Nurses- 2 credits**

This course will focus on the role of the nurse in health promotion and disease prevention for children and their families. In this course, the student will learn about the developmental stages of the pediatric patient and common childhood problems will be investigated in a variety of health care settings. The student will examine the biological, physiological, and sociological concepts applicable to the basic needs of children and their families. Two hrs. Lecture. Variable. Pre-requisite NURS 301, NURS 302. Co-requisite NURS 429

### **NURS 429 Pediatric Nursing Care for Practical Nurses Practicum- 1 credit**

This practicum course will focus on clinical learning experiences consisting of appropriately assessing, planning, educating, and advocating for children and their families. Students will experience pediatric nursing by completing simulation activities and in a variety of healthcare facilities and offices. One Credit. Variable. Pre-requisite NURS 301, NURS 302. Co-requisite NURS 428

### **NURS 430 Maternal Nursing Care for Practical Nurses- 2 credits**

This course will focus on the role of the nurse in health promotion and disease prevention for women's health. In this course the student will learn about women during the different stages of their lives including reproductive growth and changes, childbearing, and menopausal periods. A study of the biological, physiological, and sociological concepts applicable to the basic needs of the family, including childbearing and neonatal care. 2hr lecture. Variable. Pre-requisite NURS 301, NURS 302. Co-requisite NURS 431

### **NURS 431 Maternal Nursing Care for Practical Nurses Practicum- 1 credit**

This practicum course will focus on clinical learning experiences consisting of appropriately assessing, planning, educating, and advocating for women during childbearing years. Students will experience maternal nursing by completing simulation activities and work in the maternity area of local healthcare facilities and offices. 1cr practicum. Variable Pre-requisite NURS 301, NURS 302. Co-requisite NURS 430

**NURS 486 Pre-licensure Capstone- 3 credits**

Represents the synthesis of theoretical and clinical knowledge and skills for the professional baccalaureate- prepared nurse. Focuses on the skills needed to transition from nursing student to practicing nurse, such as NCLEX examination preparation, applying for licensure, building resume and interview skills, and developing a professional development plan for lifelong learning and growth.

Three credits. Variable. Pre-requisite Department Approval.

Table 6: Bachelor of Science in Nursing (LPN to BSN)						
Progression Plan						
*Pre-Requisite/ Transfer Credits			*Additional Graduation Requirements			
ENGL 101	3		ENGL 308		3	
MATH 109	3		EXSS 200 Nutrition		3	
BIOL 149	4		Fine Art		6	
CHEM 150	4		Humanities		3	
PSYC 150	3		Identity & Difference		3	
SOCI 100	3		IDIS 150			
BIOL 304	3		*These courses can be transferred or taken			
BIOL 322	4		along with progression below			
BIOL 323	4					
PSYC 208	4					
	38				18	
Year	Fall		Spring		Summer	
1	<b>NURS 309</b> Transition to BSN Professional Nursing Practice	3	<b>NURS 302</b> Pathophysiology & Health Assessment	4	<b>NURS 426</b> Nursing Care and Management Adults for Practical Nurses	4
	<b>NURS 301</b> Principles of Pharmacology	3	<b>NURS 428</b> Pediatric Nursing Care for Practical Nurses	2		2
	<b>NURS 421</b> Psychiatric and Mental Health Nursing Care	3	<b>NURS 429</b> Pediatrics for Practical Nurses Practicum	1	<b>NURS 427</b> Nursing Care and Management Adults Practicum Practical Nurses	
	<b>NURS 422</b> Psychiatric Mental Health Nursing Practicum	1	<b>NURS 430</b> Maternal Nursing Care for Practical Nurses	2	<b>NURS 402</b> Nursing Research and EBP	3
			<b>NURS 431</b> Maternal Nursing Practicum for Practical Nurses	1		
	Total	10	Total	10	Total	9
Year	Fall		Spring			
2						
	<b>NURS 423</b> Population Health	3	<b>NURS 425</b> Transition of Care for the Complex Patient	4		
		2		3		

	<b>NURS 424</b> Population Health Practicum	3	<b>NURS 486</b> Pre-Licensure Capstone	3		
	<b>NURS 406</b> Leadership for Quality and Safety	3	<b>NURS 404</b> Nursing Informatics			
	<b>NURS 403</b> Elements of Professional Nursing					
	Total	11	Total	10		

### **Accreditation Requirements**

The new program will require outside accreditation from the American Association of Colleges of Nursing (AACN) accrediting agency, the College of Collegiate Nursing Education (CCNE) that ensures quality and integrity of baccalaureate and graduate programs in nursing to contribute to the improvement of the public's health.

The Commission serves the public interest by assessing and identifying programs that engage in effective educational practices. As a voluntary, self-regulatory process, CCNE accreditation supports and encourages continuing self-assessment by nursing programs and supports continuing growth and improvement in collegiate professional education and post-baccalaureate nurse residency programs (AACN, 2011).

Frostburg State University has received and maintained successful CCNE accreditation for the current RN to BSN program since 2011, with the most recent reaccreditation in 2016 that does not expire until 2026. FSU also has received and maintained CCNE accreditation for the graduate concentrations that does not expire until 2029. The proposed program will be submitted to CCNE as a substantive change to the current baccalaureate program offerings.

### **Student Orientation**

The Department of Nursing will provide an online orientation session, nursing student handbook, and link to the University Undergraduate catalog to all students accepted into the LPN to BSN program. Within these sessions and documents students will have access to all degree requirements, nature of faculty/student interactions, technology requirements, policies and procedures related to financial aid and student billing, and links to student resources.

### **Ethics in Student Recruitment**

In compliance with COMAR 10.27.03.14.3.d (10) the Department of Nursing has a clear Ethics in Student Recruitment Policy. This policy assures that advertising, recruiting, and admission materials will clearly and accurately reflect the proposed and current FSU nursing programs. This policy specifies that all recruitment materials including but not limited to print ads, brochures, website, etc. accurately depict the programs available and the admission requirements for each program.

### **H. Adequacy of Articulation- N/A**

### **I. Adequacy of Faculty Resources** (as outlined in COMAR 13B.02.03.11).



FSU is primarily a teaching institution. The faculty is expected to provide 24 credit hours of teaching per academic year and service to the department, institution, community, and profession/practice. In respect to this discipline, it is expected that faculty maintain expertise in their field either through continuing education and/or practice. Faculty are expected to bring their expertise into the classroom to provide real-world application of course content to students through the curriculum ultimately meeting CCNE standards.

FSU's Center for Teaching Excellence hosts yearly training and professional development events related to teaching pedagogy and best practices. Annually they host a regional conference on teaching and learning, annual teaching orientations for new faculty, and periodic workshops on various topics throughout the academic year. Additionally, FSU's Office of Information Technology hosts a regional conference on best practices in education technology.

Within the Department of Nursing faculty are encouraged and supported to attend a variety of conferences and training that are offered across the state and nationally related to nursing education and clinical practice. Many faculty members hold specialty certifications and licensures that require continuing education.

## **Faculty**

Current full-time tenure, non-tenure track, and adjunct faculty that are both academically and experientially qualified to instruct within this proposed program:

**Cynthia Bridges**, Lecture in the Department of Nursing, RN, Associate Degree, Allegany College of Maryland; B.S. in Nursing, University of Maryland; M.S. Clinical Nurse Specialist, University of Maryland; MBA, Master of Business Administration, Frostburg State University. Expertise in medical-surgical nursing, leadership, management, nursing education.

**Jill Buterbaugh**, Associate Professor in the Department of Nursing, RN, Associate Degree, Allegany College of Maryland; B.S. in Nursing, University of Pittsburgh at Johnstown.; M.S. in Nursing, Widener University; DNP, Salisbury University. ANCC Board Certified Family Nurse Practitioner. Expertise in medical-surgical nursing, primary care leadership, quality, and safety.

**Anne K. Eby**, Lecture in the Department of Nursing, RN, Associate Degree, Excelsior College; B.S. in Nursing, Excelsior College, M.S. in Nursing Family Nurse Practitioner, University of Colorado; DNP, Doctor of Nursing Practice, University of Colorado; AGACNP, University of Colorado. Expertise in acute care, internal medicine, geriatrics, and emergency nursing.

**Stefanie Hay**, Associate Professor in the Department of Nursing, RN, A.S., Allegany College of Maryland; B.S. in Nursing, M.S. in Nursing Thomas Edison State College, New Jersey, Ed.D, Frostburg State University. Expertise in pediatrics, informatics, education.

**Audra Houser**, Assistant Professor in the Department of Nursing, RN, A.S., Allegany College of Maryland; B.S. in Nursing, M.S. in Nursing University of Maryland; DNP candidate University of Maryland School of Nursing. AANP Board Certified Family Nurse Practitioner. Expertise in medical-surgical nursing, primary care, leadership, quality and safety.

**Mary Beth McCloud**, Associate Professor in the Department of Nursing, RN, A.S., Allegany College of Maryland, B.S. in Nursing West Virginia University; MSN Western Governors University; PhD, Medical University of South Carolina. Expertise in maternal child health, medical-surgical nursing, research, and education.

**Lauren Pelesky**, Lecture in the Department of Nursing, RN, A.S., Allegany College of Maryland; B.S. in Nursing Frostburg State University; M.S. in Nursing, University of Maryland; DNP student Salisbury University. Expertise in maternal child health, population health, leadership.

**Kara Platt**, Associate Professor and Chair of the Department of Nursing, RN, B.S. in Nursing Shenandoah University, M.S. in Nursing University of Maryland; DNP, Johns Hopkins University. Expertise in maternal child health, leadership, management, health policy, population health.

**Lindsey Staggers-Gardner**, Assistant Professor in the Department of Nursing, RN, B.S. in Nursing Mountain State University; M.S. in Nursing West Virginia University; DNP candidate Maryville University. AANP Board Certified Family Nurse Practitioner. Expertise in mental health, med-surgical nursing, primary care, research.

**Jaime Striplin**, Assistant Professor in the Department of Nursing, RN, A.S., Allegany College of Maryland; B.S. in Nursing Towson University; M.S. in Nursing, Towson University; EdD student Frostburg State University. Expertise in medical-surgical nursing, population health.

Table 7: Faculty Resources for Bachelor of Nursing Program (LPN-BSN)			
Faculty Member	Terminal Degree	FT or PT	Courses
Cynthia Bridges	MSN	FTNTT	NURS 426,
Jill Buterbaugh	DNP	FTT	NURS 425
Anne Eby	DNP	FTNTT	NURS 427,
Mary Beth McCloud	PhD	FTT	NURS 430, 431, 423,
Lindsey Staggers-Gardner	MSN	FTTT	NURS 421, 422
Stefanie Hay	EdD	FTT	NURS 404,
Audra Houser	MSN	FTTT	NURS 301, 302,
Jaime Striplin	MSN	FTTT	NURS 309
Kara Platt	DNP	FTT	NURS 402, 406, 486
Lauren Pelesky	MSN	PT	NURS 403,
Additional Faculty			NURS 428, 429, 424

#### J. Adequacy of Library Resources (as outlined in COMAR 13B.02.03.12).

CINAHL Plus with Full Text, HealthSource: Consumer Edition, HealthSource: Nursing/Academic Edition, JSTOR Life Sciences Collection, MEDLINE/PubMed, Nursing & Allied Health Premium, PsycARTICLES, PsycINFO, and UpToDate. Additionally, the library also subscribes to several multidisciplinary databases such as Academic Search Ultimate, Dissertations & Theses Global, Nexis Uni, and Web of Science that contain articles related to nursing and medicine. The library also maintains current subscriptions to a variety

of nursing specific journals. The use of current subscriptions is assessed and the need for additional electronic journals is considered on a yearly basis and will be discussed with the library supported by the revenue generated by enrollments.

The library has access to over 75 electronic databases that include approximately 72,000 full-text journals, magazines, and newspapers, and provides direct links to more than 70,000 additional open access periodicals. Over 245,000 electronic books and 25,000 on-demand streaming videos are also made available to students, faculty, and staff.

The OneSearch interface supporting the databases is accessible through the internet and is available to all registered Library users from anywhere in the world on a 24 hour/ 7-day basis. The cooperative sharing program between University System of Maryland (USM) institutions provides students, faculty, and staff with borrowing privileges from any USM library. Additionally, an interlibrary loan service is available to provide expedited processing of research materials from other libraries.

The library provides a dedicated librarian liaison to the Nursing Department who maintains an online nursing subject guide that gives students easy access to Library services, databases and journals, and various nursing and medicine specific websites. The Ort Library also provides video tutorials on how to use various services as well as how to access and effectively use the databases. In the event a student needs further assistance with accessing resources, they may call, email, or use a chat service to connect with a reference librarian.

**K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment** (as outlined in COMAR 13B.02.03.13)

The Department of Nursing at Frostburg State University has successfully implemented a fully online RN-BSN program, and will support this proposed online LPN to BSN program with the same quality standards to support faculty and students at a distance. All students in the online LPN to BSN program will complete the Department of Nursing online student orientation, which is a 6-week self-paced course that introduces all FSU systems and resources to the student. New faculty are also encouraged to complete training through the Office of Information Technology to gain knowledge in delivering online education and the learning management system Canvas.

All online courses are offered through the learning management system Canvas. Students and faculty always have access to their courses through this learning management system during the semester.

**L. Adequacy of Financial Resources with Documentation** (as outlined in COMAR 13B.02.03.14)

Financial Table 1: Resources and Narrative Rationale

<b>FINANCIAL TABLE 1: RESOURCES</b>					
	FY2023	FY2024	FY2025	FY2026	FY2027
<b>Resource Categories</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
1. Reallocated Funds	0	0	0	0	0
2. Tuition/Fee Revenue	333,120	682,752	699,509	717,477	735,701
(c + g below)	0	0	0	0	0
a. Number of F/T Students In-state	0	0	0	0	0
a. Number of F/T Students Out-of-state	0	0	0	0	0
b. Annual Tuition/Fee Rate In-state	9,804	10,049	10,300	10,558	10,822
b. Annual Tuition/Fee Rate Out-of-state	24,684	25,301	25,934	26,582	27,247
c. Total F/T Revenue (a x b)	0	0	0	0	0
d. Number of P/T Students In-State	24	48	48	48	48
d. Number of P/T Students Out-of-State	16	32	32	32	32
e. Credit Hour Rate In-State	286	293	300	308	316
e. Credit Hour Rate Out-of-State	612	627	643	659	676
f. Annual Credit Hour Rate	20	20	20	20	20
g. Total P/T Revenue In & Out-of-State	333,120	682,752	699,509	717,477	735,701
(d x e x f)	0	0	0	0	0
3. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources (Nursing Fees)	42,400	84,800	84,800	84,800	84,800
TOTAL (Add 1 – 4)	375,520	767,552	784,309	802,277	820,501

#### Resources Narrative:

1. *Reallocated Funds*- there are no funds being reallocated to this program.
2. *Tuition/Fee Revenue*- Student numbers are based on 2 cohorts per year for a total of 40 new part time students, with an estimate of 60% of students from in-state and 40% of students from out of state. The tuition rate is aligned with FSU's undergraduate tuition rate for both in-state and out of state students. Year one reflects two cohorts for a total of 40 students, and year two through five reflects a total of 80 students.
3. *Grants, Contracts, Other External Sources*- there are no grant or contract funds that been awarded at this time.
1. *Other Sources*- Nursing students will continue to pay a Nursing student fee of \$8/credit hour for all NURS courses. There is a total of 50 NURS course credits where students will receive the Nursing Fee charge. Students will also pay \$150/practicum credit hour to cover the additional costs of lab/practicum education. There is a total of 11 NURS lab/practicum course credits that students will incur this additional fee across the BSN program.

Financial Table 2: Program Expenditures and Narrative Rationale

<b>FINANCIAL TABLE 2: EXPENDITURES</b>					
	FY2023	FY2024	FY2025	FY2026	FY2027
<b>Expenditure Categories</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
1. Faculty (b + c below)	153,900	233,377	238,456	243,648	248,957
a. # FTE	6.00	6.00	6.00	6.00	6.00
b. Total Salary	114,000	192,280	196,126	200,048	204,049
c. Total Benefits	39,900	41,097	42,330	43,600	44,908
2. Admin. Staff (b + c below)	0	0	0	0	0
a. # FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
3. Support Staff (b + c below)	96,824	99,538	102,329	105,201	108,154
a. # FTE	1.25	1.25	1.25	1.25	1.25
b. Total Salary	77,737	80,069	82,471	84,945	87,494
c. Total Benefits	19,087	19,469	19,858	20,255	20,660
4. Equipment	0	0	0	0	0
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	24,500	24,500	24,500	24,500	24,500
<b>TOTAL (Add 1 – 7)</b>	<b>275,224</b>	<b>357,415</b>	<b>365,285</b>	<b>373,348</b>	<b>381,611</b>
Surplus	100,296	410,137	419,024	428,928	438,891

## Expenditure Narrative:

1. Faculty- This program will require two additional nursing faculty positions to cover the additional credit hours generated by didactic and practicum courses.
2. Administrative Staff- There is no additional administrative staff required for this program.
3. Support Staff- Additional support positions and funding are needed to ensure quality coverage of support staff for student success. This line item covers 50% of the salary and benefits for Clinical Placement Assistant, Simulation & Instructional Design, additional adjunct faculty, and increased stipend for Department Chair for summer contract. The other 50% of these staff expense is shared with the Bachelor of Science in Nursing Program Proposal.
4. Equipment- There is no additional equipment required for this program.
5. Library- There are no additional library funds needed for this program. All required databases and books have been purchased through previously implemented nursing programs.
6. New or Renovated Space- There is no additional space or renovations needed to support this online program.
7. Other Expenses- This line item includes required professional development costs, accreditation and membership fees, and fees for clinical support. These costs are shared across all programs within the Department of Nursing the amount in this budget reflects a portion of the total operational costs.

**M. Adequacy of Provisions for Evaluation of Program** (as outlined in COMAR 13B.02.03.15).

On the institution level, FSU's academic program review provides departments an opportunity to assess and improve the quality of program offerings. The program review process occurs every seven years for each distinct undergraduate and graduate program and is mandated by USM's Board of Regents.

The program review schedule serves as the foundation for assessment initiatives through its identification of priorities for the coming cycle. Halfway through the cycle, the Office of Assessment and Institutional Research (AIR) collects information on the status of assessment activities using a midterm review template. Programs undergoing review in any given year must submit the Program Review Self-Study, External Review Report, and Certificate to AIR.

In respect to review by the accrediting agency, AACN hold nursing programs accountable to the community of interest- the nursing profession, consumers, employers, higher education, students, and their families, nurse residents- and to one another by ensuring that these programs have mission statements, goals, and outcomes that are appropriate to prepare individuals to fulfill their expected roles (AACN, Standards for Accreditation of Baccalaureate and Graduate Nursing Programs, 2018). The nursing institution must demonstrate the following:

- **Mission and Governance:** The mission, goals, and expected program outcomes are congruent with those of the parent institution, reflect professional nursing standards and guidelines, and consider the needs and expectations of the community of interest. Policies of the parent institution and nursing program clearly support the program's mission, goals, and expected outcomes. The faculty and students of the program are involved in the governance of the program and in the ongoing efforts to improve program quality.
- **Quality in Institutional Commitment and Resources:** The parent institution demonstrates ongoing commitment to and support for the nursing program. The institution makes resources available to enable the program to achieve its missions, goals, and expected outcomes. The faculty enables the achievement of the mission, goals, and expected program outcomes.
- **Quality in Curriculum and Teaching-Learning Practices:** The curriculum is developed in accordance with the program's missions, goals, and expected student outcomes. The curriculum reflects professional nursing standards and guidelines and the needs and expectations of the community of interest. Teaching-learning practices are congruent with expected student outcomes. The environment for teaching-learning fosters achievement of expected student outcomes.
- **Assessment and Achievement of Program Outcomes:** The program is effective in fulfilling its mission and goals as evidenced by achieving expected program outcomes. Program outcomes include student outcomes, faculty

outcomes, and other outcomes identified by the program. Data on program effectiveness are used to foster ongoing program improvement.

The proposed program will be required to run for a full year (two semesters) before a letter of intent to CCNE is sent to request an accreditation review of the program. CCNE accreditation decisions are retroactive to the first day of that degree program's most recent CCNE on-site evaluation. This review addresses courses, pedagogical effectiveness, and student learning outcomes. At this time, the Department of Nursing is fully accredited by CCNE for the undergraduate RN-BSN and all four graduate concentrations.

**N. Consistency with the State's Minority Student Achievement Goals** (as outlined in COMAR 13B.02.03.05).

Frostburg State University is a public institution that is committed to a campus environment that values human diversity and represents individuals who represent diversity. It is a multi-cultural campus where diversity is highly valued. The program and university have established goals to recruit and support the minority population. This is reflected in the University's Core Value Statement: "Frostburg State University is committed to developing cultural competence and cultivating understanding and respect for a diversity of experiences and worldviews that encourage each person's ability to "take the perspective of the other." Frostburg State University has initiatives to increase diversity in faculty and staff. The university has established a University Council on Diversity, Equity, and Inclusion (UCDEI) that is led by the University President. Frostburg State University also has an initiative to increase the number of international students on campus. Nursing has become increasingly diverse as the result of recruiting strategies aimed at minority nurses as evidence by these statistics:

<b>Table 8: FSU Department of Nursing Diversity Data</b>						
	<b>Fall 2018</b>		<b>Fall 2019</b>		<b>Fall 2020</b>	
	RN-BSN	MSN	RN-BSN	MSN	RN-BSN	MSN
<b>Total Students</b>	483	35	438	56	424	77
American Indian or Alaskan Native	0	0	1	0	3	0
Asian (not of Hispanic Origin)	29	1	17	0	17	4
Black or African American (not of Hispanic Origin)	109	2	105	8	93	15
Hispanic or Latino	26	1	24	0	31	1
Native Hawaiian or another Pacific Islander	1	0	0	0	0	0

White (not of Hispanic Origin)	289	26	270	42	263	54
Two or More Races	17	0	14	0	12	1
Race/Ethnicity Unknown	10	5	6	3	4	2
Males	45	0	46	0	41	5

The RN-BSN and master's programs have seen an increase in the number of culturally and linguistically diverse students, averaging 35% of our student population and has been successful in assisting these students through the program by way of faculty support and advising, and the use of other campus support services such as the writing center. regular faculty meetings are held to discuss the unique needs of our diverse student body including discussions to address curriculum in terms of content, course design, assignments, grading, and rubrics.

Additional support such as supplemental instruction programming is provided on an individual basis as needed by the instructors, tutoring services, and other academic support. The faculty provides multi-modal learning opportunities, face-to-face meeting times, and phone assistance as needed on an individual basis.

Admission criteria is defined clearly in section G. Admissions will be granted without regard to gender, race, religion, or national origin. Most admission criteria are objective and/or quantifiable in nature. Admission criteria that are more subjective will be assessed using a standardized rubric to ensure that the same standards are being utilized with each perspective student.

**O. Relationship to Low Productivity Programs Identified by the Commission: N/A**

**P. Adequacy of Distance Education Programs (as outlined in COMAR 13B.02.03.22)**

FSU is approved to offer distance education as an alternative delivery method included within its scope of accreditation, as evidenced in the university's Middle State Commission on Higher Education Statement of Accreditation Status. FSU is an approved institutional member of the National Council of State Authorization Reciprocity agreement (NC-SARA).



## Appendix A

## Letter of Support: WVU Medicine

**GARRETT REGIONAL  
MEDICAL CENTER**

A PROUD AFFILIATE OF



October 27, 2021

To Whom It May Concern:

As the President & CEO of Garrett Regional Medical Center, a 55-bed acute care hospital located in Garrett County, MD, and Potomac Valley Hospital, a critical care hospital located in Keyser, WV, I am writing to voice both hospitals' strong support for Frostburg State University's proposed nursing programs, which include a traditional on-campus 4-year Bachelor of Science (BSN) Degree in Nursing as well as a 3-year online program to help Licensed Practical Nurses earn a BSN.

The programs will provide opportunities for area residents to receive the education needed to enter and grow in the highly respected, professional field of nursing, where jobs are abundant. They will also provide a well trained workforce for area health care providers. It is extremely challenging to recruit nurses to Western Maryland as well as nearby communities in West Virginia. The ability to train the local workforce for these highly regarded professional positions will help local hospitals as well as private practices and Federally Qualified Health Centers recruit the staff they need.

Frostburg State University provides people throughout the region with educational opportunities close to their home communities. The two nursing programs will enhance those opportunities while also supporting the health care providers so vital to our area.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Mark Boucot'.

Mark Boucot, MBA, FACHE  
President & CEO  
Garrett Regional Medical Center  
Potomac Valley Hospital

## Appendix B

## Letter of Support: UPMC Western Maryland



November 2, 2021

To Whom It May Concern:

As the Chief Nursing Office of UPMC Western Maryland, I am writing to voice both hospitals' strong support for Frostburg State University's proposed nursing programs, which include a traditional on-campus 4-year Bachelor of Science (BSN) Degree in Nursing and the 3-year online program to help Licensed Practical Nurses earn a BSN.

UPMC Western Maryland will support clinical education/rotation for Frostburg State University students.

Frostburg State University Department of Nursing has a history of offering quality education for nurses. The two nursing programs will enhance those opportunities while also supporting the health care providers and fulfill the need to increase nursing capacity that is so critical in Western Maryland.

Sincerely,

A handwritten signature in blue ink, reading "James M. Karstetter II".

James M. Karstetter II, BSN, MBA-HC, RN  
Vice President and Chief Nursing Officer

## Appendix C:

## Course Inventory

Licensed Practical Nurse to Bachelor of Science in Nursing Course Inventory						
NURS #	Course Name	Credits	Program	Type	Format	Pre/Co-requisites
301	Principles of Pharmacology	3	LPN-BSN BSN	LEC	Online	
302	Pathophysiology & Health Assessment Across Lifespan	3	LPN-BSN BSN	ILL	Online	
309	Transition to BSN Professional Nursing Practice	3	LPN-BSN BSN	ILL	Online	
402	Nursing Research and Evidenced Based Practice	3	LPN-BSN BSN RN-BSN	LEC	Online	MATH 109
403	Elements of the Professional Nursing Role	3	LPN-BSN BSN RN-BSN	LEC	Online	
404	Nursing Informatics	3	LPN-BSN BSN RN-BSN	LEC	Online	
406	Leadership for Quality and Safety	3	LPN-BSN BSN RN-BSN	LEC	Online	
421	Psychiatric and Mental Health Nursing Care	3	LPN-BSN BSN	LEC	Online	Pre-requisite NURS 301, NURS 302. Co-requisite NURS 422
422	Psychiatric and Mental Health Nursing Care Practicum	1	LPN-BSN BSN	PRA	Online	Pre-requisite NURS 301, NURS 302. Co-requisite NURS 422
423	Population Health	3	LPN-BSN BSN	LEC	Online	Pre-requisite NURS 301, NURS 302. Co-requisite NURS 424
424	Population Health Practicum	2	LPN-BSN BSN	PRA	Online	Pre-requisite NURS 301, NURS 302. Co-requisite NURS 423
425	Transition of Care for the Complex Patient	4	LPN-BSN BSN	ILL	Online	Pre-requisite NURS 301, NURS 302.

426	Nursing Care and Management of Adults for Practical Nurses	4	LPN-BSN	LEC	Online	Pre-requisite NURS 301, NURS 302. Co-requisite NURS 427
427	Nursing Care and Management of Adults Practical Nurses Practicum	2	LPN-BSN	PRA	Online	Pre-requisite NURS 301, NURS 302. Co-requisite NURS 426
428	Pediatric Nursing Care for Practical Nurses	2	LPN-BSN	LEC	Online	Pre-requisite NURS 301, NURS 302. Co-requisite NURS 429
429	Pediatric Nursing Care for Practical Nurses Practicum	1	LPN-BSN	PRA	Online	Pre-requisite NURS 301, NURS 302. Co-requisite NURS 428
430	Maternal Nursing Care for Practical Nurses	2	LPN-BSN	LEC	Online	Pre-requisite NURS 301, NURS 302. Co-requisite NURS 431
431	Maternal Nursing Care for Practical Nurses Practicum	1	LPN-BSN	PRA	Online	Pre-requisite NURS 301, NURS 302. Co-requisite NURS 430
486	Pre-licensure Capstone	3	LPN-BSN BSN	LEC	Online	Pre-requisite Department Approval.